

AMENDMENT TO PROFESSIONAL SERVICES CONTRACT

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THIS AMENDMENT to Professional Services Contract (hereinafter "Amendment") made this 30th day of March 2015, in the Territory of the Virgin Islands, by and between the **GOVERNMENT OF THE VIRGIN ISLANDS, DEPARTMENT OF PROPERTY AND PROCUREMENT**, on behalf of the **DEPARTMENT OF EDUCATION**, 1834 Kongens Gade, St. Thomas, Virgin Islands 00802-6746 (hereinafter referred to as "Government") and **Generation Ready Inc.**, 352 Seventh Avenue, Floor 12A, New York, NY 10001 (hereinafter referred to as "Contractor"). The Government and the Contractor are collectively referred to as the "Parties."

WITNESSETH:

WHEREAS, on September 30, 2013 the Government and the Contractor entered into **Contract for Professional Services No. PC170DOE13** ("Contract") for the Contractor to provide researched-based practices and job embedded site based professional development in reading and writing to enable specified teachers of the five (5) secondary schools in restructuring to align the rigor of the Common Core State Standards ("CCSS") into curriculum and daily instruction; and

WHEREAS, the expiration date of the Contract is September 30, 2016 and the Parties wish to amend the Contract to add additional services to include the Head Start Programs and the Elementary and Secondary Schools in restructuring; and

WHEREAS, the subject Amendment to Professional Services Contract shall result in a change to Addendum I (Scope of Services) and Addendum II (Compensation) of the Contract; and

WHEREAS, the additional services shall require an increase in compensation of **Eight Hundred Fifty Thousand, Five Hundred Dollars and Zero Cents (\$850,500.00)** increasing the total contract in amount not to exceed **Nine Hundred Seventy-Five Thousand, Five Hundred Dollars And Zero Cents (\$975,500.00)**; and

NOW, THEREFORE, the Parties agree that the Contract is amended as follows:

1. Paragraph 2, (**TERM**) of the Contract is amended to state the following:

"This Contract shall commence on September 30, 2013 and shall terminate on September 30, 2017. The Government shall have the option to renew the Contract for one (1) additional one (1) year period, subject to the appropriation and availability funds, and provided that the Government serve written notice of its decisions to exercise said option prior to the expiration of the contract term".

2. Paragraph 3, (**COMPENSATION**) of the Contract is amended to state the following:

"The Government, in consideration of the satisfactory performance by the Contractor of the services described in AMENDMENT TO ADDENDUM I (Scope of Services), agrees to pay Contractor in an amount not to exceed, **Nine Hundred Seventy-Five Thousand, Five Hundred Dollars And Zero Cents (\$975,500.00)** in accordance with the provisions set forth in AMENDMENT TO ADDENDUM II (Compensation) attached hereto, incorporated herein and made a part of this contract by reference."

3. Paragraph 22, (**NOTICE**) is amended to state the following;

"Any notice required to be given, by the terms of this Contract shall be deemed to have been given when the same is sent by certified mail, postage prepaid or personally delivered, addressed to the parties as follows:

GOVERNMENT: Cecilia Milliner-Emanuel, Acting Commissioner
Department of Property & Procurement
Building # 1 Sub Base, 3rd Floor
St. Thomas, Virgin Islands 00802

Sharon A. McCollum, PhD., Commissioner Designee
Department of Education
No. 1834 Kongens Gade
St. Thomas, Virgin Islands 00802-6746

CONTRACTOR: David Alderslade
Vice President-Finance
Generation Ready Inc.
325 Seventh Avenue, Floor 12A
New York, NY 10001"

4. Paragraph 31, (**OTHER PROVISIONS**) is amended to state the following:

"Addendum I, Addendum II, Amendment to Addendum I, Amendment to Addendum II and the Contractor's eligibility documents are attached hereto, made a part of this Contract and are incorporated herein by reference."

5. **ADDENDUM I** (Scope of Services) is deleted in its entirety and replaced by the attached **AMENDMENT TO ADDENDUM I** (Scope of Services), attached hereto, incorporated herein and made a part of this Contract by reference.
6. **ADDENDUM II** (Compensation) of the Contract is deleted in its entirety and replaced by the attached **AMENDMENT TO ADDENDUM II** (Compensation) outlining the compensation to be paid to Contractor for the services described in **AMENDMENT TO ADDENDUM I** (Scope of Work),

in the amount not to exceed **Nine Hundred Seventy-Five Thousand, Five Hundred Dollars And Zero Cents (\$975,500.00)**.

7. This Amendment of the Professional Services Contract is subject to the approval of the Governor of the Virgin Islands and the appropriation and availability of funds.
8. Except as expressly amended herein, all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the parties intending to be legally bound have hereunto set their hands on the day and year first above written.

WITNESSES:

Lisa Hill

GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF PROPERTY AND PROCUREMENT

Cecilia Milliner-Emanuel 3-19-15
Cecilia Milliner-Emanuel Date
Acting Commissioner

Sharon A. McCollum

DEPARTMENT OF EDUCATION

Sharon A. McCollum 3/5/15
Sharon A. McCollum, PhD Date
Commissioner Designee

David Alderslade

CONTRACTOR
Generation Ready, Inc.

David Alderslade 3/3/2015
David Alderslade Date
Vice President-Finance

APPROVED:

Kenneth E. Mapp
KENNETH E. MAPP
GOVERNOR OF THE VIRGIN ISLANDS

3-30-15
Date

APPROVED FOR LEGAL SUFFICIENCY
DEPARTMENT OF JUSTICE:

Toni Gifford 3/27/2015
Date

Account Code No. _____

Purchase Order No.: _____

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AMENDMENT TO ADDENDUM I
(Scope of Services)

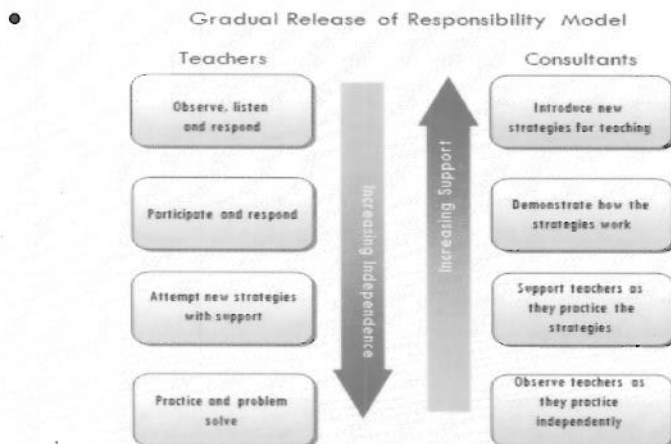
The Contractor shall complete fifty (50) days of professional development training, which shall be delivered over ten (10) 5-day blocks for a total of ten (10) consultant days per school for the five (5) schools targeted for restructuring in the St. Thomas/St. John and St. Croix Districts. The Contractor shall provide site based, job embedded professional development in the implementation of the CCSS in reading and writing and shall work with teachers to ensure they receive the skills, strategies, and confidence needed to implement the CCSS. The Contractor shall work collaboratively with the schools and district leadership teams to develop and provide a written school-based Professional Development Plan for each of the five (5) targeted schools, outlining the specific reading and writing focus across the curriculum in relation to the CCSS.

The Contractor shall provide a qualified consultant to work in the five (5) restructuring schools to conduct concentrated 5-day interventions, which shall be inclusive in the ten (10) week blocks of professional development. The professional development shall reflect research that shows higher-performing school programs are rigorous, innovative, transparent, evidence-based, and strategic in challenging and supporting all students to perform at higher level as well as provide support to teachers in:

- Building teachers' own body of professional knowledge around literacy teaching and learning in general, as well as their specific disciplinary literacies, in relation to the rigorous demands of the CCSS;
- Familiarizing them with the CCSS and assist their planning in relation to these standard;
- Raising expectations for all students;
- Becoming more aware of what makes the teaching of reading and writing more effective for students;
- Becoming more strategic in their instructional practice and differentiating instruction to cater for a range of learning styles and abilities;
- Developing coherence and consistency in the teaching practices of reading and writing; and
- Seeing themselves as members of a professional learning community and reflecting critically on their own practice.

The professional development delivery of services shall be in accordance with the Gradual Release of Responsibility Model processes which are as follows:

- *Plan demonstration lessons with selected team teachers* using the gradual release of responsibility paradigm to model the lesson planning process with its constituent components of data (provided by each teacher) analysis, development of focus (based on data results of students level and needs for next level of learning) planning of tiered delivery to provide access for different learning styles and abilities, planning of higher order questions and high level discussion and ways of checking for understanding with the interdisciplinary team.



- *Conduct the previously planned demonstration lessons* for selected teachers during instruction with students to ensure teachers get a clear understanding that demonstration lessons are conducted within the context of the students' everyday learning, based on the data provided by the teachers, with the ongoing unit of study, and emphasizing that each teacher's knowledge of his/her students as learners and the use of that knowledge in the planning process is critical to a successful outcome for student and brief teachers on what to look out for during the demonstration.
- *Conduct debriefing sessions for teacher teams* to assess and adjust discussions based on the teams' observations, comments, and conclusions to ensure that all participants have a coherent common understanding of the experience and develop an individual goal for carrying and applying their new learning to their own classrooms.
- *Observe and provide feedback to teachers as they demonstrate mastery of the strategies used in demonstration lessons* and shall discuss the lesson in terms of the learning outcomes for students in relation to the goals and objectives of the lesson, the relevance and importance of the lesson in the context of the unit and the relevant CCSS and the teachers' belief about what students need next for their learning and what the teachers' next steps need to be to move students closer to meeting and exceeding CCSS. With each school's team, the Contactor shall explore a rubric for effective teaching that ensures the high expectations as well as the rigor and depth of knowledge required to lead students to meet and exceed standards, which shall be translated into classroom practice with the team planning of demonstration lessons, the team viewing and debriefing of lessons, and the reflection upon lessons within the context of the CCSS.

I. Deliverable 1 ("D1"):

The Contractor shall hold a general introductory session to include teachers and administrators from all five (5) of the targeted schools to present the goals and objectives of the professional development training. The Contractor will work with each individual school to build on the previous professional development that the schools have already received to ensure a consistent approach and understanding.

The planned professional development for each of the five (5) schools listed below is based on previous experience to provide support in:

1. Arthur Richards Junior High School:

- Deepening teachers' knowledge of the CCSS and how these standards need to drive future instruction and assessment;
- Developing teachers literacy knowledge to support the reading and writing progress of individual learners;
- Developing plans of learning that meet the needs of students as a whole and as individuals rather than a continuing focus on working through the "Expert 21" materials as if it was a curriculum;
- Increasing the recognition of the needs of individual learners such that planning to support those learners can be integrated into the classroom curriculum;
- Developing effective management routines such that students' learning needs can be better addressed;
- Developing support mechanisms such as co-teaching and other instructional arrangements to support learners with special educational needs in mainstream classrooms; and
- Deepening teachers' knowledge of instruction for English learners in mainstream classroom environments.

2. John Woodson Junior High School:

- Deepening teachers' knowledge of the CCSS and how these standards need to drive future instruction and assessment;
- Deepening most teachers' literacy knowledge to support their planning for diverse groups of students;
- Integrating the instructional needs of students with special educational needs into the classroom curriculum; and
- Increasing opportunities for students to work independently to develop both their stamina and problem-solving skills.

3. Elena Christian Junior High School:

- Examining of student work in a systematic manner;
- Ensuring that Independent Reading is at the core of student practice;
- Utilizing the reading programs linked through the appropriate use of resourced and leveled classroom libraries;
- Supporting processes in writing that more closely match Writers Workshop and

supports student writing;

- Supporting teachers in the development of greater links between content areas through demonstrations, co-teaching and planning; and
- Content-based research and writing skills including note taking and editing to support the new both the CCSS and the reading and writing state expectations.

4. Addelita Cancryn Junior High School:

- Deepening teachers' knowledge of the CCSS and how these standards will need to drive further instruction and assessment;
- Building general education and special education teachers' literacy knowledge such that they can better recognize the needs of their students and to plan for their diverse needs;
- The broadening of learning experiences in the classroom such that students can interact with materials that reflect their cultural background and which will engage and challenge them in their learning;
- Building teachers' pedagogical knowledge such that classroom learning experiences focus on building students' independent action as learners; and
- Deepening the knowledge of the teachers of English learners worked with in providing support to students that will ensure rapid progress in English language acquisition.

5. Julius Sprauve School:

- Ensuring that Independent Reading is at the core of student practice. Utilizing the reading programs linked through the appropriate use of resourced and leveled classroom libraries;
- Supporting processes in writing that more closely match Writers Workshop and supports student writing;
- Supporting teachers in the development of greater links between content areas through demonstrations, co-teaching and planning;
- Providing demonstrations and planning in the development and implementation of cohesive units of work;
- Providing support for teachers in content-based research and writing skills including note taking and editing to support the new both the CCSS and the reading and writing state expectations;
- Supporting and providing for Professional Development linked to CCSS; and
- Supporting for a systematic process across the school for the examination of student work.

The Contractor shall meet with principals to discuss the effectiveness of the work completed and shall provide weekly reports to the State Office of Curriculum and Instruction regarding the status of the consultancy. The Contractor shall provide to each School District Superintendent along with the school's principal an extensive outline of both the consulting provided as well as the steps needed for the school to reach its specific goals and targets at the end of each block of five (5) days.

II. Deliverable 2 ("D2")

Head Start:

The Contractor shall provide four (4) days of Job-embedded support to two (2) head start sites; (one (1) site in the St. Croix district and one (1) site in the St. Thomas/St. John) for a total of eight (8) days of services. The Contractor shall provide side-by-side practical and consistent learning opportunities for the two (2) early childhood learning community head start centers and will focus on the development of oral language and vocabulary development through using read aloud, shared reading and other appropriate instructional practices. The Contractor will assist teachers and site coordinators by helping them:

- Develop a common vision for Pre-k teaching and leaning
- Increase their own knowledge of child development theory
- Examine their beliefs about themselves as teachers and about children as learners
- Build their own body of professional knowledge around early childhood teaching and learning opportunities within a standards-based curriculum
- Become more aware of what makes early childhood teaching most effective
- Foster developmentally appropriate curriculum in Early Childhood classrooms
- Examine children's work
- Engage and effectively communicate with parents and community members
- Grow more strategic in their instructional practice, differentiating instruction to accommodate a range of learning styles and ability levels
- See themselves as members of a professional leaning community, reflecting critically on their own practice.

Grade 5 and Grade 8 Labs:

The Contractor shall conduct Grade Lab classrooms in a selection of schools in Grades 5 and 8 to provide opportunities for teachers within the grade and outside the grade levels to share effective teaching practices and learn from colleagues. The lab classroom will provide the context for teachers to experience in-depth, sustained professional growth within a collaborative learning community. The Contractor shall assign a consultant to each lab school to provide support to the teacher and at-risk students though collaborative teaching, lessons modeling, assessment administration, and intervention services. The school Principals shall work as instruction leaders, and will be observing the consultant and teachers (where possible) during their sessions. The selected lab schools shall receive four (4) lab sessions which will serve as an in-house professional development model that will take place in a host teacher's room during the normal school day. The Contractor shall provide side-by-side coaching to teachers to ensure they receive the appropriate support to create a physical environment for successful literacy learning.

Elementary Schools:

The Contractor shall provide one hundred forty-five (145) days of job-embedded professional learning for five (5) schools and additional twelve (12) days of Grade 5 Labs to three (3) schools. The Contractor shall provide training, oversee implementation processes, work with schools to review data for frequent progress monitoring and lead discussions for adjusting instruction based on results; as well as:

- Coaching teachers to understand the reading process and how students learn to read and write
- Teaching comprehension explicitly
- Facilitating small group text-based collaborations
- Monitoring comprehension
- Supporting student at risk
- Locating suitable resources
- Strengthening assessment through the use of reading and writing rubrics
- Implementing and demonstrating a gradual release of responsibility with shared, guided, and independent reading and writing
- Developing standards-aligned units of study with embedded performance tasks
- Implementing small group work
- Engaging student in meaningful talk around texts
- Creating multiple entry points for students

1. Juanita Gardine Elementary School

The Contractor shall provide thirty-one (31) days of professional services and four (4) days of Grade 5 Lab Site. The professional services shall include Job-embedded consultancy to teachers in content-based reading and writing skills to support the CCSS and will build on previous work that has been achieved at the school. The Contractor will assist the teachers to: use data to inform their instructional practices, adopt a consistent assessment model across the grades and to use this data to inform tier instruction as a natural part of teaching. Participants will be encouraged to analyze student work using rubrics to ensure a consistency of teacher judgments; and teachers will also be provided with strategies to improve student motivation and rigor.

2. Charles H. Emanuel Elementary School

The Contractor shall provide twenty-one (21) days of professional services and four (4) days of Grade 5 Lab Site. The Contractor shall deliver differentiated school based consultancy support to Charles H. Emanuel Elementary School to meet the specific needs of the learning community. The Contractor will assist teachers with strategies that allow their students to develop a deep understanding of essential literacy concepts and processes and ways to engage their students in complex and holistic thinking rather than focusing on simple and discrete skills. Participants will be encouraged to ensure that the school's curriculum is vertically aligned and developmentally appropriate to meet the needs of all their students.

3. Eulalie Rivera Elementary School

The Contractor shall provide thirty-one (31) days of professional services and four (4) days of Grade 5 Lab Site. The Contractor shall provide support to teachers in literacy instruction around the CCSS on an individualized basis depending on the needs of each teacher to enable them to differentiate their instruction based on the diverse needs of their students. Participants will be provided with

practical strategies base on current research that assists them to differentiate the content process and assessment tasks to increase instructional rigor and student motivation.

4. Lockhart Elementary School

The Contractor shall provide thirty-one (31) days of professional services through a targeted professional learning plan that will enable teachers to analyze their understanding of the instructional implications of the Common Core Learning Standards and their school-based curriculum. The Contractor shall demonstrate best practice pedagogy that demonstrates to teachers strategies to differentiate their instructional practices to ensure that all students meet the new standards. Participants shall receive support to examine their curriculum and assisted with developing meaningful performance based assessments.

5. Julius E. Sprauve School

The Contractor shall provide thirty-one (31) days of professional services to support teachers in the implementation of the Common Core Learning Standards by providing specific support based on the needs of each teacher. The Contractor shall build on the teachers' knowledge of the standards and will develop coherence between assessment processes and instructional practices. Participants will receive support in aligning their current curriculum with the standards with a focus on incasing the use of information texts and promoting interdisciplinary literacy.

Junior High Schools:

The Contractor shall provide one hundred eleven (111) days of job-embedded professional development to one hundred thirty-one (131) teachers, and twelve (12) school-based administrators to include an additional sixteen (16) days of Grade 8 Labs to four (4) junior high schools. The Contractor will provide classroom-based job-embedded support to develop teachers' skills in creating appropriately rigorous, sequenced, developmentally appropriate learning experiences. The professional learning will include providing the teachers with strategies on engaging adolescent learners, what rigorous instruction looks like and how to make time to confer with students. Participants shall be provided support in aligning their current curriculum with the standards with a focus on increasing the use of informational texts and promoting interdisciplinary literacy.

The focus of the support and consultancy will be to support a grade 8th English teacher to focus on student engagement; particularly, independent reading and classroom management activities in support of the CCSS as well as:

- Coaching teachers to understand the reading process and how students lean to read and write
- Facilitating small group text-based collaborations
- Monitoring comprehension
- Supporting student at risk
- Locating suitable resources
- Strengthening assessment through the use of reading and writing rubrics
- Implementing and demonstrating a gradual release of responsibility with shared, guided, and independent reading and writing
- Implementing small group work
- Engaging student in meaningful talk around texts

- Creating multiple entry points for student

1. Arthur Richards Junior High School

The Contractor shall provide thirty-seven (37) days of professional services and four (4) days of Grade 8 Lab Site and shall continue to strengthen the sills of the teachers based on the previous year's consultancy work which includes: helping teachers to explore their assessment practices; align their assessments to their units; co-construct meaningful curriculum based on the requirements of the district and ensure that this curriculum meets the diverse needs of their learners. The Contractor shall provide support to teachers and leaders in professional learning around creating a coherent and meaningful learning environment and teams to share best practices and the implementation of school wide instructional improvements to promote shared responsibility for the learning of all teachers and students.

2. Elena L. Christian Junior High School

The Contractor shall provide thirty-seven (37) days of professional services and four (4) days of Grade 8 Lab Site and shall continue to build on the professional learning around the effective implementation strengthen the sills of the teachers based on the previous year's consultancy work which includes: helping teachers to explore their assessment practices; align their assessments to their units; co-construct meaningful curriculum based on the requirements of the district and ensure that this curriculum meets the diverse needs of their learners. The Contractor shall provide support to teachers and leaders in professional learning around creating a coherent and meaningful learning environment and teams to share best practices and the implementation of school wide instructional improvements to promote shared responsibility for the learning of all teachers and students.

3. John H. Woodson Junior High School

The Contractor shall provide thirty-seven (37) days of professional services and four (4) days of Grade 8 Lab Site and will continue to be collaborative, ongoing and focused on developing a clearly articulated shared vision. The Contractor shall provide professional learning to promote clear links between theory and practice and provide the teachers and leaders with support that is classroom-based and lined to improving outcomes for students. The professional learning will grounded in inquiry and refection and participant driven; as well as focused on improving Participants professional practice. The Contractor shall provide support that will enable participants to build on their existing knowledge of the CCSS and creation of standards based learning tasks, and performance based assessments that show evidence of student learning. The Contractor shall provide participants with professional support in interdisciplinary literacy and assist teachers from other content areas as required by the CCSS.

4. Addelita Cancryn Junior High School

The Contractor shall provide thirty-seven (37) days of professional services and four (4) days of Grade 8 Lab Site. The Contractor shall provide the professional learning to help teachers and learner's build on the work that has been previously done around the CCSS. The professional learning will assist participants to align their curriculum, task development and the instructional pedagogy used to deliver this curriculum. The Contractor shall provide consultancy to support teachers in the English Language Acquisition Program to integrate their planning and instruction. Participants will be supported to identify the critical role assessment plays in the common core learning standards classroom and shall receive strategies on how assessments can be collected and used to inform their instructional practices and provide feedback to students and parents.

High Schools:

The Contractor shall provide four (4) days of professional services to two (2) High Schools; St. Croix Central High School in the St. Croix district and Ivanna Eudora Kean High School in the St. Thomas/St. John district. The Contractor shall provide job-embedded consultancy that will support the teachers with teaching strategies that will assist the student to:

- Employ explicit textual evidence in their literacy analyses and technical research
- Understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines
- Create writing that will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive text
- Construct college-ready research papers of significant length and will have built strong and varied vocabularies across multiple content areas, including technical subjects
- Employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapse in reason and ambiguities in texts
- Familiarity with important foundational documents from American Literature, Literature and Composition from the development of literature over time will accrue before the end of grade 12
- Ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English

The Contractor shall provide support to district personnel to ensure consistency of focus and to build internal capacity through a series of four (4) professional learning sessions. The sessions shall focus on assisting the district elementary, language arts, English language acquisition, and special education coordinators personnel to:

- Clarify their beliefs and understanding around instructional pedagogy and to reflect on these in light of current research focusing on the new CCSS
- Identify the critical role assessment plays in instruction
- Discuss the variety of assessments that can be collected and used by educators to inform instruction as well as provide feedback to students and parents
- Investigate the revision of the existing curriculum to better align with the new CCSS and map the changes
- Develop deeply into the processes of text complexity; evidence based questioning and close reading and their impact on instruction
- Explore ways for school leadership teams in their district to develop student discourse, look at student work, participate in or begin instructional rounds
- Explore strategies that they could use to incorporate these processes in their school's buildings.

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AMENDMENT TO ADDENDUM II
(Compensation)

The Government agrees to pay the Contractor for the satisfactory performance of the services, as described in ADDENDUM I (Scope of Services), in an amount not to exceed **Nine Hundred Seventy-Five Thousand, Five Hundred Dollars And Zero Cents (\$975,500.00)** to be paid in accordance with the following deliverable amounts, which may be billed in partial and multiple billings in accordance with tasks completed:

FEE INSTALLMENTS	FEES
Quarterly Installments for <u>D1:Arthur Richards Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed ten (10) workshop days and in an amount not to exceed Twenty-Five Thousand Dollars and Zero Cents	\$25,000.000
Quarterly Installments for <u>D1:John Woodson Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed ten (10) workshop days and in an amount not to exceed Twenty-Five Thousand Dollars and Zero Cents	\$25,000.000
Quarterly Installments for <u>D1:Elena Christian Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed ten (10) workshop days and in an amount not to exceed Twenty-Five Thousand Dollars and Zero Cents	\$25,000.000
Quarterly Installments for <u>D:1Addelita Cancryn Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed ten (10) workshop days and in an amount not to exceed Twenty-Five Thousand Dollars and Zero Cents	\$25,000.000
Quarterly Installments for <u>D1:Julius Sprauve School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed ten (10) workshop days and in an amount not to exceed Twenty-Five Thousand Dollars and Zero Cents	\$25,000.000
Total Fee Installments for <u>Deliverable I</u> Services in the Amount Not To Exceed One Hundred Twenty-Five Thousand Dollars And Zero Cents	<u>\$125,000.00</u>

FEE INSTALLMENTS	FEES
Quarterly Installments for <u>D2:Head Start St. Croix</u> due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed four (4) sessions in an amount not to exceed Ten Thousand Dollars and Zero Cents	\$10,000.000
Quarterly Installments for <u>D2:Head Start St. Thomas/St. John</u> due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed four (4) sessions in an amount not to exceed Ten Thousand Dollars and Zero Cents	\$10,000.000
Quarterly Installments for <u>D2:Juanita Gardine Elementary School</u> , due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-one (31) sessions and four (4) Labs in an amount not to exceed Eighty-Seven Thousand Five Hundred Dollars and Zero Cents	\$87,500.00
Quarterly Installments for <u>D2:Charles H. Emmanuel Elementary School</u> , due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed twenty-one (21) sessions and four (4) Labs in an amount not to exceed Sixty-Two Thousand Five Hundred Dollars and Zero Cents	\$62,500.000
Quarterly Installments for <u>D2:Eulalie Rivera Elementary School</u> , due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-one (31) sessions and four (4) Labs in an amount not to exceed Eighty-Seven Thousand Five Hundred Dollars and Zero Cents	\$87,500.000
Quarterly Installments for <u>D2:Lockhart Elementary School</u> , due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-one (31) sessions in an amount not to exceed Seventy-Seven Thousand Five Hundred Dollars and Zero Cents	\$77,500.000
Quarterly Installments for <u>D2:Julius Sprauve Elementary School</u> , due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-one (31) sessions in an amount not to exceed Seventy-Seven Thousand Five Hundred Dollars and Zero Cents	\$77,500.000

Quarterly Installments for <u>D2: Arthur Richards Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-Seven (37) sessions and four (4) Labs in an amount not to exceed One Hundred Two Thousand, Five Hundred Dollars and Zero Cents	\$102,500.00
Quarterly Installments for <u>D2:Elena L. Christian Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-Seven (37) sessions and four (4) Labs in an amount not to exceed One Hundred Two Thousand, Five Hundred Dollars and Zero Cents	\$102,500.00
Quarterly Installments for <u>D2: John H. Woodson Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-Seven (37) sessions and four (4) Labs in an amount not to exceed One Hundred Two Thousand, Five Hundred Dollars and Zero Cents	\$102,500.00
Quarterly Installments for <u>D2: Addelita Cancryn Junior High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed thirty-seven (37) sessions and four (4) Labs in an amount not to exceed One Hundred Two Thousand, Five Hundred Dollars and Zero Cents	\$102,500.00
Quarterly Installments for <u>D2:Ivanna Eudora Kean High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed four (4) sessions in an amount not to exceed Ten Thousand Dollars and Zero Cents	\$10,000.00
Quarterly Installments for <u>D2:St. Croix Central High School</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand, five hundred dollars and zero cents (\$2,500.00) per day not to exceed four (4) sessions in an amount not to exceed Ten Thousand Dollars and Zero Cents	\$10,000.00
Quarterly Installments for <u>D2:District Support</u>, due and payable after receipt of a properly completed invoice(s) and verification that the services were provided and invoiced at a rate of two thousand dollars and zero cents (\$2,000.00) per day not to exceed four (4) sessions in an amount not to exceed Eight Thousand Dollars and Zero Cents	\$8,000.00
Total Fee Installments for <u>Deliverable II</u> Services in the Amount Not To Exceed Eight Hundred Fifty Thousand, Five Hundred Dollars And Zero Cents	<u>\$850,500.00</u>
TOTAL FEE INSTALLMENTS IN THE SUM NOT TO EXCEED NINE HUNDRED SEVENTY-FIVE THOUSAND, FIVE HUNDRED DOLLARS AND ZERO CENTS	<u>\$975,500.00</u>